



BURTON GREEN C OF E ACADEMY

BEHAVIOUR POLICY

JULY 2026



This policy has been drawn up in consultation with stakeholders of the school community and applies across all aspects of school life.

AIMS

At Burton Green, we strive for a culture of excellence in which all children have the right to a high standard of education, offering them the best opportunities to work hard, be happy and make good progress. We are a caring and inclusive school, and our behaviour policy is firmly rooted in our Christian values. The behaviour and safety of pupils (and everyone associated with our school) is of paramount importance. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their actions and encourage others to do the same. Our behaviour policy guides staff to teach self-control, supporting children through restorative practices to develop their capacities for personal reflection, and building empathy and self-confidence to enable them to grow as responsible, compassionate citizens. We celebrate good behaviour, recognising our Christian values and our personal qualities. We are proud that our behaviour policy supports the UNCRC, protecting children's rights.



INTENTION

We will:

1. Create a culture of exceptionally good behaviour that supports effective teaching and learning, creates a positive sense of community and develops skills for life.
2. Support our children to understand and manage their thoughts, feelings and behaviours; to make good choices and to take responsibility for the consequences.
3. Ensure that adult consistency and kindness builds positive, predictable and safe environments and relationships, where pupils feel respected and valued.
4. Build a community which values care, respect, fairness and empathy for others.

IMPLEMENTATION

At Burton Green, staff and children share high expectations of respect for self and others through our golden rule.

‘Do unto others as you would have them do unto you.’

This statement drives our three core values:

1. **Value yourself** as a unique, special and talented person by always trying to do the best in whatever you do.
2. **Value each other** by treating everyone with care and respect. Listening to people's opinions, talking politely and treating everybody in the way we hope they will treat us.
3. **Value the world we live in** By looking after our school, supporting our community and caring for our environment

REWARDING GOOD BEHAVIOUR

Children will receive regular and targeted **verbal praise** by staff across the school when they demonstrate good learning behaviours.

We have a number of **whole school reward systems** which encourage good behaviours for learning. These rewards can be short term small rewards or larger rewards which can be earned over a period of time. These rewards are constantly under review to ensure they are continuing to have a positive impact.

Class teachers develop their own **systems** to meet the needs of their class, but the focus is always on attitude to learning and positive behaviour choices.

Celebration assemblies every Friday are a time when we can reinforce these positive attitudes through certificates and other rewards.

RESPONSE TO POOR BEHAVIOUR

Teachers and support staff should ensure that every effort is made to ensure that every child receives their full entitlement to the curriculum by positively encouraging good behaviour so that every child is able to remain in the classroom. However, if low-level incidents, such as low-level disruptions (talking at an inappropriate time, shouting out etc) and minor disruptive behaviour, occur then they will be dealt with in the following way:

At Key Stage 1 and 2 (To be introduced by the Spring term in reception)

1. Non-verbal prompt
2. Verbal warning
3. Final verbal warning and remind pupil of the potential consequences of a further rule break –where appropriate, the teacher may move them within the class.
4. Behaviour reflection is issued; the child will be told of the reasons for their behaviour reflection being issued and that they will need to complete a behaviour reflection form with the member of staff who issued it, during the next break or lunch, on the same day if possible. Children in Reception or KS1 will spend 10 minutes of their break time completing this and children in KS2 15 minutes. This is in line with our school ethos which supports pupils to become reflective learners, including socially, emotionally, spiritually and culturally, based on extensive research on the effectiveness of this reflective practice. The pupil will identify which school rule has been broken and what could be done differently next time as well as identifying what support might be needed to achieve their goals.

When a child receives a behaviour reflection, parents will be informed of the child's behaviour through a phone call, ClassDojo message or face to face meeting by a member of staff who is fully informed of the situation, and this will be recorded on CPOMS (by the staff member who witnessed the behaviour / dealt with the incident).

5. If the child continues with their behaviour choices, then a member of the Senior Management Team or Inclusion will be informed to take the child out of class to discuss their behaviour choices. If the behaviour of the child is deemed unsafe to themselves or others and they refuse to leave the class, then a member of Senior Management Team/Inclusion Manager will be sent for and if appropriate, remove the remainder of the class, ensuring that the pupils are safe at all times. On some occasions it may be more appropriate to remove the perpetrator from the classroom.

For more serious behaviour incidents a child could be moved straight to consequence 4 or 5. Example of the type of behaviours leading to this are below;

- Child is using derogatory or discriminatory language (e.g. homophobic, racist)
- Child has already had one behaviour reflection that day
- Child is more persistently or seriously breaking the school rules
- Child is showing high level of disrespect to other pupils/adults
- Child is exhibiting increasingly dangerous behaviours (e.g. persistently leaving the classroom without permission, child is not safe on the playground)
- More serious physical or aggressive behaviours

It is important to note that each lesson will be considered as a fresh start for the pupil. Rule break sanctions will not be carried over to the next sessions unless deemed appropriate by the member of staff.

SUSPENSION

We are an inclusive school and do not wish to exclude any child, even when they exhibit serious behavioural difficulties. We will take every reasonable step to ensure that suspensions are avoided. However, in extreme cases, it may be necessary to suspend. This severe sanction is designed to express to both parents/guardians/carers and children that unacceptable behaviour has taken place. For some children the route to suspension from school may take a period of months whereby a child accumulates a series of seriously inappropriate behaviours which continually go against the school and classroom rules or disrupt or prevent the education of most of the children in the class. Before suspension occurs, it is assumed that all other sanctions have been tried and failed, leaving no other alternative. The other route to suspension can be due to an action in school which requires immediate response.

This could be when the child has:

- i) Deliberately physically injured another child
- ii) Verbally or physically abused an adult
- iii) Deliberately caused damage to the school property
- iv) Demonstrating behaviours that are unsafe
- v) Demonstrating behaviour of malicious intent.

PERMANENT EXCLUSION

This final action may be as a result of accumulating a series of 'fixed term suspensions' or for a serious offence which may come from a child with no previous history. When a child reaches this final stage, it is the expectation of the Head of School that his/her professional judgement will be accepted and that the Governing Panel will be called, and procedures will take place in line with DfE directives. Permanent Exclusion is in accordance with the DMAT exclusion policy.

<https://primarysite-prod-sorted.s3.amazonaws.com/diocese-of-coventry-mat/UploadedDocument/c50be673-0e2f-4bb7-845b-89713cc88847/exclusions-policy-v2-sept-2021.pdf>

CHILDREN WHO NEED MORE SUPPORT

Where children have been identified as having a high level of need, the school's behaviour reflection system may not be an appropriate tool to best support their behaviour for learning. In these cases, we will endeavour to offer them the support they require to access the curriculum through a range of measures including:

- Gather and use advice of relevant professionals – Early Intervening Services, Educational Psychologist.
- Where appropriate, work with parents to develop Pastoral Support Plans
- Identify interventions and adaptations that will support their needs – Occupational Therapy Create handling plans where appropriate
- Create handling plans where appropriate
- Provide extra adult support where necessary.
- Commission alternative provision through the Local Authority directory.

SUPPORTING CHILDREN WITH SEND

All adults in the school are required, as part of their professional responsibilities, to take account of students' individual needs and circumstances when applying the school's behaviour policy. This primarily refers to students with SEND, but may also apply to other students, e.g. this may include students who are at risk of exclusion, 'Looked After Children', children with illnesses, young carers, or children with EAL. As a school, we will make reasonable adjustments in the application of the behaviour policy to ensure the needs of all children are met, whatever their specific circumstances. When applying sanctions, we refer to the Equality Act 2010 and guidance for schools. Personalised plans will be drawn up at the discretion of the school to ensure appropriate support is provided. Examples of when adjustments might need to be made include:

1. When a child who is on the autistic spectrum makes a personal comment about an adult or another child's appearance because they do not understand that this was inappropriate.
2. When a child who has speech and language difficulties hasn't followed instructions because they didn't understand the complex instructions.
3. When a child who has additional emotional needs requires an additional short-term reward for achieving personal targets set.

POSITIVE HANDLING

At our school, all adults follow guidelines produced by the DfE and policy determined by the Trust.

Restrictive Physical Intervention is defined as the use of force to control a person's behaviour. It involves the use of force to:

- Restrict movement.
- Restrict mobility.
- Disengage from dangerous or harmful physical contact.

'Use of reasonable force' – sets out the use of reasonable force, behaviour and discipline in schools. Provides power to use reasonable force to prevent pupils committing an offence, injury to themselves or others, damaging property and maintaining good order and discipline in the classroom; and when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. (DfE July 2013).

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. [Behaviour in schools: advice for headteachers and school staff 2022](#)

Where appropriate staff receive positive or safer handling training and apply these principles when required. Incidents where physical intervention is required are recorded on the school's safeguarding system and parents are informed (both school staff and after school/club staff).

BULLYING AND PEER ON PEER ABUSE

This school believes that all children have a right to attend school and learn in a safe environment. Children should be free from harm, from both adults and other students in the school. We believe that abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up" or "having a laugh" or "boys being boys". Different gender issues can be prevalent when dealing with child-on-child abuse.

Children may be harmed by other children or young people. All staff recognise that children can abuse their peers and are trained to understand and how to respond. All child-on-child abuse is unacceptable and will be taken seriously.

Any disclosures made by pupils will be believed and responded to in line with the academy Behaviour Policy and/or Anti-Child on Child abuse and Bullying Policy and pupils will be kept safe and never made to feel that they are creating a problem by reporting the abuse, sexual violence or sexual harassment.

This is most likely to include but is not limited to;

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between peers
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced/involved sexual imagery)

All staff work within the Academy's Child Protection and Safeguarding Policy

SEARCHING AND CONFISCATION

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to the safety of children and adults. These items will be returned parents after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

[DfE advice template](#)

MONITORING

The Senior Leadership Team monitor pupil behaviour formally through lesson observations and informally as they move around the school. Action is taken to continually promote good behaviour and to address inappropriate behaviour issues.

Children's behaviours are monitored throughout all key stages by teaching teams, and non-teaching staff and staffs liaise closely with parents about issues arising from these observations.

The effectiveness of systems within this policy is reviewed by whole class discussion in staff meetings and, with whole staff agreement, adjustments are made when appropriate.

BACKGROUND INFORMATION

Behaviour and Discipline in Schools. A guide for head teachers and school staff. (DfE 2011)

Behaviour in schools: advice for headteachers and school staff 2022

Revised Behaviour in Schools Guidance and Suspension and Permanent Exclusion Guidance July 2022

Use of reasonable force DfE July 2013

Behaviour and Discipline in Schools. (DfE February 2014)

Reviewed: July 2026

Next Review: July 2029

Our Values

Value yourself

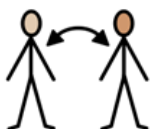


THE GOLDEN RULE

*Do unto others as you would
have them do unto you*

Matthew 7:12

Value each other



Value the world we live in



Examples of a 'Behaviour Reflection'



Behaviour Reflection Reception/KS1



Name: _____

Date: _____

Staff: _____

What was the behaviour?

What value didn't I show?



What will I do differently next time?

 Kind feet	 Kind words	 Kind hands
 Listen carefully	 Respect others	 Be ready to learn
 Keep myself safe	 Keep others safe	 Respect equipment





Behaviour Reflection KS2



Name: _____

Date: _____

Staff: _____

What was the behaviour?

What value didn't I demonstrate?



What will I do differently next time?
